



ASHLEY RIVER CREATIVE ARTS

1871 Wallace School Road
Charleston, SC 26407

Grades	K-5 Elementary School	
Enrollment	589 Students	
Principal	Jayne Ellicott	843-763-1555
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Good
2007	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

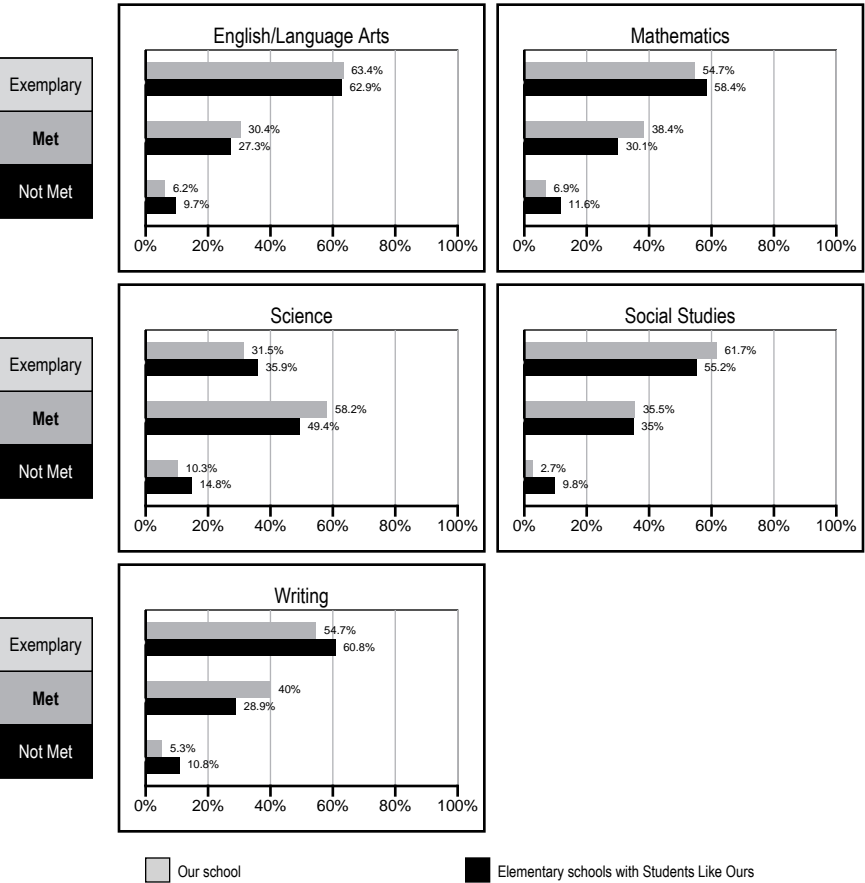
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
19	2	0	0	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=589)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.5%	Up from 0.0%	0.6%	1.1%
Attendance rate	96.7%	Down from 96.9%	96.7%	96.2%
Served by gifted and talented program	39.5%	Up from 35.6%	31.2%	13.4%
With disabilities other than speech	5.0%	Down from 9.7%	2.8%	4.1%
Older than usual for grade	0.0%	No Change	0.0%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	61.5%	Up from 61.1%	68.4%	62.5%
Continuing contract teachers	87.2%	Down from 97.2%	93.2%	88.2%
Teachers returning from previous year	89.8%	Down from 90.1%	89.9%	87.8%
Teacher attendance rate	97.4%	Down from 98.4%	95.2%	95.2%
Average teacher salary*	\$45,930	Down 5.2%	\$49,400	\$46,773
Professional development days/teacher	9.5 days	Down from 15.6 days	10.4 days	10.5 days
School				
Principal's years at school	16.0	No Change	5.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 20.8 to 1	21.0 to 1	19.9 to 1
Prime instructional time	94.0%	Down from 95.1%	91.1%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,387	Up 7.7%	\$7,216	\$7,447
Percent of expenditures for instruction**	68.0%	Down from 73.7%	71.4%	68.4%
Percent of expenditures for teacher salaries**	67.0%	Down from 70.7%	70.2%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Ashley River Creative Arts Elementary School continues to focus on curriculum as we strive for academic excellence. The state standards serve as a guide as we work toward assessing each child's individual needs. This standards based approach combined with our integrated arts emphasis enhances learning for all children. Our PASS scores validate our work in the classroom. Our Excellent/Excellent Report Card was celebrated. We continue to strive to move all students to the exemplary level while recognizing that every child has his/her own style and pace of learning.

Our new facility has given us energy and has motivated us to work harder to offer children a variety of opportunities to experience learning and the arts. Artists Becky Becker, Laura Rich, Tim Fennell and Sigrid Hice worked with our students during the year. Their work was showcased onstage and in classrooms. We are grateful to you, our parents, for your support in providing the funding for these exceptional artists. Our special area teachers and classroom teachers collaborate together to connect residencies to curriculum.

School Community Council continues to develop their Healthy School Initiative. This year we applied for and received a Lowes Tool Kit Grant. This money will help establish a walking and exercise path for students. We sought assistance to design the area around the bus loop to include native plants. Money graciously collected from your holiday donations will help us purchase the plants. During the fall of 2011, we will invite you to help us as we begin this project. SIC encourages you to bring only healthy snacks and treats to celebrate birthdays and special occasions. We have advertised our cafeteria as a Fast Food Free zone and invite you to join our efforts by refraining from bringing fast food into the building for any occasion.

Your time and support are vital to our success. Ashley River is your school, and our students are your children. By working together, we can create an environment desired for every child. We are indebted to you, our parents, and to the community. With your continued support, we will strive to fulfill our mission of integrating the arts to provide students with a strong academic curriculum.

Jayne Ellicott & Ric Sommons

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	90	75
Percent satisfied with learning environment	100.0%	92.1%	95.9%
Percent satisfied with social and physical environment	100.0%	88.6%	97.3%
Percent satisfied with school-home relations	100.0%	93.3%	93.3%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	YES
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This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.8%	0.0%	No
Student attendance rate	96.7%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	294	100	7.5	29.5	63	95.2	83.1	82.4	Yes	Yes
Gender										
Male	142	100	10	35	55	92.9	79.9	78.7	N/A	N/A
Female	152	100	5.3	24.3	70.4	97.4	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	223	100	5	25.7	69.4	96.8	94.8	88.9	Yes	Yes
African American	56	100	18.2	45.5	36.4	89.1	71.9	72.9	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
Disability Status										
Disabled	41	100	42.5	12.5	45	65	42.6	48.1	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	62	100	9.8	41	49.2	93.4	72.9	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	294	100	8.2	38.4	53.4	94.2	82.8	81.9	Yes	Yes
Gender										
Male	142	100	10.7	38.6	50.7	92.1	81.1	79.9	N/A	N/A
Female	152	100	5.9	38.2	55.9	96.1	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	223	100	5	36.9	58.1	97.7	94.9	88.9	Yes	Yes
African American	56	100	21.8	50.9	27.3	80	70.9	71.4	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
Disability Status										
Disabled	41	100	32.5	47.5	20	80	40.8	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	62	100	16.4	54.1	29.5	88.5	72.7	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	195	99.5	11.3	55.7	33	88.7	69.2	68.6
Gender								
Male	93	98.9	12	54.3	33.7	88	68.4	68.3
Female	102	100	10.8	56.9	32.4	89.2	70	68.9
Racial/Ethnic Group								
White	154	99.4	5.9	54.9	39.2	94.1	90.4	80.7
African American	36	100	33.3	58.3	8.3	66.7	48.4	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.2	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
Disability Status								
Disabled	27	96.3	34.6	26.9	38.5	65.4	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	60.4	60.7
Socio-Economic Status								
Subsidized meals	43	100	25.6	62.8	11.6	74.4	51.8	57.3

Social Studies								
All Students	197	99.5	4.6	36.6	58.8	95.4	75.5	72.5
Gender								
Male	97	100	7.4	36.8	55.8	92.6	74.4	72
Female	100	99	2	36.4	61.6	98	76.6	73.1
Racial/Ethnic Group								
White	145	99.3	1.4	37.8	60.8	98.6	91	81
African American	37	100	16.7	41.7	41.7	83.3	60.4	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	93.3	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
Disability Status								
Disabled	26	96.2	25	58.3	16.7	75	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	41	97.6	5.1	48.7	46.2	94.9	61.8	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	101	94.1	5.3	40	54.7	94.7	75.8	73.2	96.7	96
Gender										
Male	53	92.5	10.2	42.9	46.9	89.8	70.7	67.2	96.9	95.9
Female	48	95.8	N/AV	N/AV	N/AV	100	81.1	79.4	96.4	96.1
Racial/Ethnic Group										
White	72	95.8	4.3	31.9	63.8	95.7	90.8	81.5	96.5	96.1
African American	27	88.9	8.3	62.5	29.2	91.7	61.3	61.3	97.3	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.4	87	96.9	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.4	66.7	96.8	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	99.3	95.9
Disability Status										
Disabled	12	50	I/S	I/S	I/S	I/S	23.9	26	94.9	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	67.9	65.7	97.9	96.3
Socio-Economic Status										
Subsidized meals	25	84	4.8	57.1	38.1	95.2	62.2	63.2	96	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	93	100	7.5	17.2	75.3	92.5
	4	98	100	8.2	41.2	50.5	91.8
	5	97	100	9.3	37.1	53.6	90.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	96	100	7.4	18.9	73.7	92.6
	4	97	100	7.2	41.2	51.5	92.8
	5	101	100	8	28	64	92
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	93	100	16.1	37.6	46.2	83.9
	4	98	100	6.2	45.4	48.5	93.8
	5	97	100	11.3	41.2	47.4	88.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	96	100	12.6	29.5	57.9	87.4
	4	97	100	9.3	42.3	48.5	90.7
	5	101	100	3	43	54	97
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	47	95.7	15.6	37.8	46.7	84.4
	4	98	100	11.3	63.9	24.7	88.7
	5	49	95.9	8.5	57.4	34	91.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	46	100	15.2	39.1	45.7	84.8
	4	97	99	10.4	67.7	21.9	89.6
	5	52	100	9.6	48.1	42.3	90.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	47	93.6	4.5	22.7	72.7	95.5
	4	98	100	7.2	35.1	57.7	92.8
	5	48	97.9	14.9	29.8	55.3	85.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	51	100	4	22	74	96
	4	97	99	6.3	46.9	46.9	93.8
	5	49	100	2.1	31.3	66.7	97.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	93	93.6	10.3	21.8	67.8	89.7
	4	99	96	12.6	38.9	48.4	87.4
	5	98	95.9	12.8	33	54.3	87.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	101	94.1	5.3	40	54.7	94.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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